



# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION  
THE SAFETY OF A REPUBLIC



VOL. XXXIV, No. 6.

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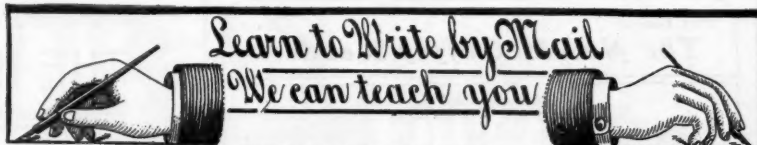
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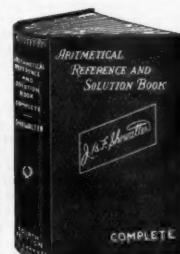
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VOL. XXXIV. No. 6.

ST. LOUIS, MO., JUNE, 1901.

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## EDITORIAL

### OPPOSITION TO FREE TEXT BOOKS.

The movement for free text books in the public schools is gradually increasing in momentum. Agitation for it is going on not only in our large cities, but in State Legislatures as well. The movement is urged not only by those who think it involved in the common school idea, but particularly by those classes of people who have some form of socialistic tendency. To all such, free text books for all common school pupils is the only ideal thing. To what extent politics may shape the outcome of the matter remains to be seen, but it will be almost a miracle if that, and not the merits of the question, is the final decisive voice.

Meantime the movement has its enemies. They are made up mainly of those who are interested in parochial schools. German Catholic societies in Illinois have recently protested against the adoption of free text books in that state, basing their opposition on the ground that they have to pay taxes to support the public schools in addition to supporting their parochial schools, and the proposed free text-book measure would only increase their taxes. The same objection is raised by others who have similar schools. But this reason is not adequate. The support of sectarian schools of any description cannot excuse from the support of the public schools. Every religious body in the country could object on that ground. The only sufficient reason for not furnishing free text books is that the people as a whole, regardless of sectarian considerations, do not wish them. Whenever the people want them badly enough to pay for them, they will have them.

The Chicago Board of Education has had the mat-

ter under consideration with reference to the first four grades, but has deferred action till some expression from the people is had. That practically settles the question adversely, since Chicago does not have enough school room for its children, and is not able to pay competent salaries for certain grades of teachers. With the call for more schools and more salary, the Chicago public is not likely at present to trouble itself over free text books. Nevertheless, the agitation will go on, until the matter has been submitted to a popular expression by the people.

### GRADUATION "FRILLS."

In the evolutionary process going on in school methods, the time is coming, has really already come in many places, when the purely showy parts of graduation exercises, which some are pleased to call "frills," are to have no part. From time past, beyond which the memory of man runneth not to the contrary, it has been customary to put the graduating classes on exhibition, like so many dressed dummies in a show window, and give books and bouquets to those who happened to be popular. Two bad results always followed: (1) Some received little recognition and so had wounded if not bitter feelings, instead of the contrary; and (2) true merit was entirely ignored. This custom still obtains in some small, backward places, and the fortunate child is not the one who has made the best record in school, but the one who has the most friends. In many places, however, the school directors are breaking away from this obsolescent custom, and are coming to the more rational custom which has prevailed elsewhere for a long time. The Chicago high schools—some, at least—have been in the agony of this change during the past months, but finally surrendered to the Board of Education, and have decided to omit the "frills" this year. When

they discover how wise it was, we predict that the old custom will not be resumed in the future.

The plan now adopted in many towns and cities, which is also finding favor in the villages, is to omit the essays and orations once so common, and give the time to some one who can talk on some appropriate theme. Educators in state and other institutions of higher learning are glad to fill places, and speak to the coming citizens of our country on topics which are instructive, elevating, and make for a noble citizenship. The results are good, and are felt in many ways. There is sure to come a closer sympathy between the secondary schools and those of the first order, pointing toward more or less co-ordination. The value of education for making true character, which is the foundation of all stable government, is brought to the attention of the young. High ideals are held up, and inspiration is given to many to stop not where they are, but to struggle on for the attainment of the best possible, since nothing short of the best ought to satisfy one in his preparation for life's work. Such results as these, which are certain and lasting, are worth infinitely more to the graduate, than all the flowers and noisy applause, which mean little and are worth less.

#### THEN AND NOW.

It is always easy to find fault, and it is a favorite pastime of some to see little or no good in the present. Wholesome criticism is good. Pointing out defects is necessary to their correction. A self-satisfied state precedes stagnation. Eternal vigilance is the price of progress as well as of liberty. Wherever defects are seen they should be removed, if possible. This has been and is the path of true progress. But it does no harm to recognize whatever progress has been made. To do so is an encouragement to further progress. The philosophers and specialists are apt to become one-sided in their views by forgetting the past and thinking only of the present. Something of this sort must have happened to President F. W. Parker, who, in the annual congress of the Illinois Society for Child Study in Chicago, gave utterance to the following language:

"The children have been compelled to bear drudgery against which the older people would rebel. The common school and the private school are the most unnatural places in the world for children or for anyone else. No torture could be more terrible to the child of 6 or 7 than to compel it to sit on a hard seat from 9 to 12 o'clock. The spirit of liberty in the schools has been ignored. A few have fought the battle for higher things in the schools and won, but

these are the exceptions. Heretofore the schools have been for the suppression of all that was best in children. The school of the future shall be a school where liberty has full swing. Make every school an ideal community or democracy."

Now children are always entitled to our sympathy and help, and the picture of a child being tortured in a school room on a hard seat for three hours daily appeals pretty strongly to one's sympathies. One feels like smashing the whole school business, rescuing the child from torture and giving him all the liberty he needs for his health and growth. If the present-day child is tortured, what must have been the dreadful condition of our fathers and grandfathers, as they sat for hours on the smoothed side of a log, with no support for their backs and their feet dangling in mid-air! If our children have no liberty, what awful slavery must our fore-parents have endured! The truth is, the picture of our schools is somewhat overdrawn. We have not reached perfection yet, but we have taken a big step forward from the conditions which once existed. And when compared with countries which are a few centuries our elders, the Americans are far in advance of them in comfort, which they furnish their children in school. The more one thinks of it the more he feels resigned to the torture, especially in view of the heroic efforts of our philanthropists and philosophers to save the rising generations. It is to be sincerely hoped that the effort will not result also in eliminating from the child all heroic and manly elements of character, and give us a product not worth producing.

#### INFLUENCE OF SCHOOL ON HABIT.

The school is esteemed by some people chiefly for the knowledge acquired there, and by others for the discipline given, which qualifies the scholar for the active work of life. Neither of these values is to be despised. Every child should lay by a store of valuable information during his student life, and at the same time get such training of mind and life as will make him feel at ease when called to discharge life's serious duties. Aside from the knowledge imparted and the wholesome influence exerted in school, there are certain definite habits which every student ought to acquire as a part of his equipment for successful living.

One of these is industry. The busy pursuit of daily studies surely leads to the industrious habit, which is invaluable throughout life. The daily routine of school life surely and quickly separates the idle and lazy from the active, and becomes a pretty



sure index to the future career of each class. In view of all that is involved in the formation of this habit, it is incumbent on teachers to constantly impress its importance on every scholar.

Concentration for a definite purpose is another invaluable habit for a student to acquire. School life forms the splendid opportunity. The various lines of study require more and more concentration as the scholar advances from grade to grade. To hold his mind to them and master them is worth more than the knowledge gained. It means the acquired ability to master difficulties, and is the incentive to undertaking greater ones. Such a habit will be invaluable in any walk of life.

Independence of thought comes through proper school training. Thanks to the more intelligent and saner methods of teaching now employed, this result is an almost certain issue. To be independent in thinking—which means to think for one's self, to know how to think—is indispensable in this age of sharp competition. As every one must carve out his own destiny, so his ability depends upon knowing what is best for him to do. Thus equipped, he is victorious at the very outset.

No finer habit comes to the scholar through his school discipline than that of honesty. It comes through the conscientious devotion to the daily task. Many scholars are apt to feel that it is of no consequence how much they shirk, if only they can make a passable record. They need to be taught that passing the examination is the least part of their work. Doing well every task set for them, being faithful to every duty as it comes, striving sincerely and patiently to master every difficulty, will be worth more to students in the end than the best grade they can otherwise make. The habit of honesty in labor will follow them into life, and be their safeguard against many temptations to shirk from the right when no eye is upon them, and will give them favor with all who seek for worthy laborers in any field.

The library section of the National Educational Association will be one of the important factors for helpfulness at the coming meeting of the N. E. A. at Detroit in July. The relation of the work of the school and the work of the library is recognized by the prominent educators. This section of the Association will be on the afternoons of the 11th and 12th of July, and a delightful program has been prepared. The Secretary, Miss Mary E. Ahern, Library Bureau, Chicago, will be glad to receive any suggestions that will aid in making the meeting a success.

#### KEEP THE SCHOOL HOUSES OPEN.

Mr. Orrian H. Lang, Editor of the School Journal, renders the public a very essential service in his advocacy of the plan to make "the school house a sort of 'People's Club,' " where one may come and go as he pleases.

The school house should be kept open evenings and Sunday afternoons, and should have public playgrounds, gymnasiums, reading rooms, lecture and music halls.

The only interest that can unite all the members of a community is that of education based on our common school system.

A complete reorganization on the basis of the school community is what is needed. We must have an idea back of it all. Good musical entertainments, sewing clubs, cooking clubs, photographic contests, and other practical things may be instituted in the evening entertainments, and the school would soon be magnified in the eyes of the people as never before. They would realize that the school did really belong to them. The backbone of the new order of things will be the organization of the school community. Trustees will have to be elected, and they will be a good board of education.

A Young America Citizens' League should be fully established. That society should have methods by which it can keep track of its members from any school community.

The reason most people fall is because no one shows any interest in their welfare. Sympathy, real sympathy, is what keeps a man from falling. In connection with this work a great deal can be done along the lines of true charity.

#### AN EDUCATIONAL LEADER.

One of the foremost educators of the country is Dr. G. R. Glenn, the new President of the Superintendence, N. E. A., and also President of the Southern Educational Association. He has done heroic work along educational lines in Georgia, his native state. He has earned for himself the title of the father of the great common school revival in the south. As a visible result of his untiring energies, thousands of school libraries have been established throughout Georgia, permanent teachers' organizations have been organized in almost every county, and seven or eight Chautauquas flourish. He goes out into the waste and neglected portions of the state, establishes schools where they are most needed, speaks on such themes as "The Worth of a

Child," "The Social and Commercial Worth of Intelligence," "The Building of School Houses," "The Educational Value of Libraries," and many like ringing notes of educational good cheer and high resolve. The honor recently conferred upon him of the presidency of the National Association of Superintendence is but a fitting token of the high regard and esteem with which he is regarded wherever his work and worth are known.

#### EDITORIAL NOTES.

The bill passed by the Illinois Legislature, allowing school districts to employ conveyances for carrying the children to school, was vetoed by the Governor. It was a little too radical for him. Yet it would seem only fair to allow the people that privilege, if they are willing to pay for it.

Some one has defined genius as "an infinite capacity for work growing out of an infinite power of love." Whether the definition be exact or not, it describes a situation which ought to be true of every teacher. When love for the work is boundless, there will be no stop in the work short of ability. Love laughs at difficulties as well as at locksmiths.

All eyes are now being turned toward Buffalo as the scene of our great Pan-American Exposition. In many respects this Exposition is superior to all those which have preceded it. In electrical effects it stands pre-eminent. A grand canal runs through the grounds and on its banks are many grottoes and caverns arranged for electrical effects. The exhibition is divided into fifteen main classes, and to this is added a midway crowded with novelties.

The American Society of Religious Education will hold its third Congress in connection with the National Educational Association, June 6-9, 1901, in Detroit. Able men will present papers on psychological, pedagogical and Biblical themes, and these will be freely discussed. Many prominent ministers from this and other countries will be on the program. Membership in this Congress may be secured by the payment of \$2.00 to the secretary, Rev. J. E. Gilbert, D. D., of Washington City. Every member will be entitled to reduced rates on the railroads, and at the boarding places in Detroit.

The dedication of the Pan-American Exposition on Monday, May 20, marked the practical completion of this magnificent work. The expectations of the projectors are fully realized in the many inter-

esting features of the undertaking. The color scheme is even beyond the expectations of those who have planned it; the lighting features are far beyond what anyone had anticipated, and the beauty of the Exposition, as a whole, surpasses expectations. The Exposition is now in a condition for everyone to see and enjoy, and the attendance is increasing daily. There is every promise of a very successful Exposition from all points of view.

The plan of having uniform text books has been tried and is opposed on the ground that it will give opportunity for intrigue, and for monopoly on the part of the successful book company. But the actual history of the plan, as tried in many counties in Iowa, proves the contrary. Books are chosen for a definite term of years, and when that time expires the competition among book dealers for the business of the new term arises, and books come cheaper than they ever did. So here, as in many other things, actual experiment is worth a carload of speculation. It will be this which will give the final decision to the question.

For once the legislators have done better than they thought. The Indiana Legislature last winter passed a law fixing the basis of daily pay for teachers at  $2\frac{1}{2}\%$  of the examination grade. According to this, if a teacher graded 100, his pay would be \$2.50 per day. Twenty days are counted for a month, which would make \$50 a month. The school authorities are now employing teachers for next year, and they are amazed at the thousands of dollars in increased salaries which they must pay. While this law makes the picayunish director squirm, it will be a wholesome blessing to the teachers and masses of the people.

Every school should be a social center for the community which supports it. The school belongs to the people, and they should get from it more than the average meager instruction given in most schools. There is a dearth of social functions in the majority of school districts, and the school house should be utilized to supply the lack. Debating societies, spelling bees, literary clubs, lecture courses, and anything else which makes for the social life of a community could legitimately be had in a school house. By putting them to such uses they would yield richer returns for the money invested, and come nearer filling the American ideal of a school for the whole public.



Vacation has already come to many schools, and teachers and scholars are scattered for the time. Many teachers will spend the time in other occupations, and many scholars will spend the time in idleness and dissipation. It is a serious question whether such long vacations are not a great mistake. If there were some way in which to keep the minds of children working in some such systematic way as while in school, with similar disciplinary and other results, there could be no serious objection. But vacation to most children does not mean helpful change, but wasteful dissipation, which is positively harmful.

One of the encouraging signs in educational matters is the strict surveillance which is being given to text books on history, particularly those pertaining to the history of our own country. Many of them seem to be hastily written, without sufficient pains to prove the statements made, and often with a decided prejudice, especially in matters pertaining to our civil war. We are now getting far enough away from that tragedy to look at it in a calm, dispassionate manner, and to tell the facts as they are. This rigorous censorship is an omen of future good. Our children bid fair to get the plain facts of our history, if we ourselves do not.

The philanthropic spirit of the age is apparent in school matters as in other things. A shining example of it is found in the offer of certain Chicago gentlemen to donate 640 acres of land for a school for unruly boys, provided that the state of Illinois would furnish \$100,000 for buildings, equipment, and support for the first year. At present all such boys are sent to the John Worthy school, which is practically a prison. More harm than good must result from such a course. The aim of these benevolent gentlemen is to provide a school where unruly boys will have the chance to rise out of their evil state, instead of being sent to a place where they are almost certain to become criminals. A better move for the boys and the state as well can hardly be imagined. It is a big step toward reducing the number of criminals who infest every large city, and are an increasing menace to the state, and it is to be hoped that Illinois legislators will have enough patriotism to meet this splendid offer on the part of these benevolent men.

The democracy that judges by number and not by light is the ruin of the State.

All our schools teach the children "to cease to do evil and learn to do well."

Remember the acorn will come upon oak, if at all.

## COMMUNICATIONS

### WHAT? HOW? WHY?

Ye openers of doors to childhood and youth,  
Behind which lie stores of rich knowledge and truth;  
Do you know *what an honor* to you has been paid?  
What a *burden of duty* on you has been laid  
As you train these immortals for life?

Then think *what* you teach to the bright eager mind;  
Let it be *more*, and *better*, than the *lesson assigned*;  
For the *truths* and the *wisdom* that are there, but unseen  
May be *richer* and *fairer* and *nobler* I ween  
Than all that lie open to view.  
Teach them too.

And *how* do you teach, fellow worker in soil;  
That which will bless or will curse as reward for your toil  
And the seed that you sow? Do you teach in the *glow*  
Of a *future* whose brightness and beauty you know  
You have helped to make so?

And *why* do you teach? Is it simply for *gain*?  
Or to show the rich handfuls of beautiful grain  
You can grow? Oh no, teach not so  
But so teach as to *claim*  
That the *world* is made *better* because of the *aim*  
And the *work* of your *life*  
Mid the strife  
For *position*, and *honor*, and *fame*.

### AMERICAN POETS.

RALPH WALDO EMERSON.

BY J. P. McCASKEY.

Ralph Waldo Emerson had a wonderful memory. By nature strong and active, it was greatly improved by constant exercise. He was trained from childhood in acquiring and imparting what he had found best in all the literatures which had fallen in his way, and which he had made the subject of careful study. Poetry and eloquence especially attracted him and always clung to his memory. "He once told me," says F. B. Sanborn, who knew him well, "that in his first long voyage, perhaps to Sicily in 1832, finding himself with little companionship, he occupied a part of his time in testing his memory to see what long poems he could recall from beginning to end." He was pleased to find the number so large and also that he knew the whole of Milton's "Lycidas" and "Comus," the latter being much the longer poem, both of which he says are "pure poetry." Milton had been familiar to him from boyhood, and so continued through life, though he did not prefer Milton to Shakespeare. He could quote almost entirely the

"Prelude" and "Excursion" of Wordsworth, so much had he pondered them. In the last years of his long life he published, through Houghton, Mifflin & Company, one of the best collections of poetry that has ever been made. He gave it the fitting name "Parnassus." It was made up mainly from his scrap-books of choice things which he had been collecting with rare taste and judgment for many years—things that he enjoyed and loved, and had read and re-read many of them dozens, perhaps hundreds of times, and not a few of which he had committed to memory, and knew literally "by heart."

### NATURE STUDY LEADING TO AGRICULTURE.

BY SUPERINTENDENT W. T. CARRINGTON.

What is nature study? What are its aims? What principles of education are involved? How is it related to other subjects? These are some of the important questions that arise when this subject is mentioned.

For some years there has been a fierce struggle in higher education between the advocates of the classics and the advocates of the sciences. This contest, though not settled, has brought many to see good in both views of the purposes of school training. The classic advocates acknowledge that the teaching of the sciences, instead of lessening the interests in the classics and the humanities, has made it possible for more to be accomplished in them.

Until very recently, the work in the elementary schools, especially in the rural schools, has been confined to the study of formal things, to the study of man and man's way of conveying thought. Little attention has been given to the study of nature, of physical influences. To center thought in the study of natural environment is what is called nature study.

The ultra scientific will say that the aim of nature study is to prepare the way for scientific investigation. Such prefer to call it "elementary science," and are inclined to discredit any nature work that does not adhere strictly to scientific principles. To them the ultimate aim is agriculture, horticulture, or some other form of scientific investigation.

The ultra "book-learning" people who see nothing in school work but "culture," and that kind which affects the spiritual man, are apt to push nature study aside as a "fad." There are those of us who believe it possible to bring boys and girls, through the study of animal and plant life, into more sympathetic and loving relations with nature, to appreciate its

beauties and harmonies, and, at the same time through related literature, get culture of mind and heart while studying the practical.

For him who studies the child as well as the subject, there is vastly more in "Nature and Culture" lessons than a happy blending of the practical and cultural elements in education. It is a question of method as well as of matter.

Nature study exalts the child, the individual. Each child must see and think and express for himself. When pupils begin to see things from different view points and each tells it as he sees it, the teacher will soon learn the folly of the routine memorizing of facts and of the continual saying of words. Whether the things learned are of any consequence or not, a faithful attempt to do such work in the schools will lead to better methods in teaching reading, language, literature, geography and in fact to better results in all the recognized work of the school. The two purposes, the acquisition of knowledge and the development of power, can be most happily united in nature study. It keeps interest to the highest point and with intense interest there is hardly any limit to what children can do. Without interest little will be accomplished either in acquiring knowledge or in mind-culture.

The main purpose, then, in urging nature study in the rural schools is not "practical agriculture, horticulture and floriculture," not altogether to lay the foundation for higher study of the sciences, although these must not be lost sight of in planning any course of study. It will not do to emphasize the utility in everything done; why lose sight of it? Can there not be a proper "balancing of ratios" in the mental diet for children as well as in the food for steers?

Nature study on its practical side will gradually develop into the study of soil, of plant life and the adaptation of one to the other; into the study of the relation and interdependence of animal and plant life; then into man's control of all these forces to the highest general welfare of the community. Whether the community is agricultural in a broad or limited sense, will determine to what extent and to what direction these special lessons shall be carried.

Missouri is more an agricultural than a mining, manufacturing and commercial state, hence the necessity of giving nature study above the fourth year in the rural schools a trend leading more directly to agriculture. The lessons presented by Dr. Thom in this bulletin are but the beginning of a series proposed for the above-named purpose. In this work the State Board of Agriculture, the Agricultural Col-

lege and the State School Department unite efforts and energies.

JEFFERSON CITY, MO.

### LITERATURE IN PRIMARY GRADES.

BY BESSIE L. PUTNAM.

There is still a great tendency to limit the little folks to the jingles which have from early times held their place in classical nursery lore. These have their mission, the fulfillment of which should not be curtailed. Yet they should not totally exclude work of a higher grade, which can in many instances be assimilated with profit.

It has been truthfully said that literature worthy of the name may be read and re-read many times, each perusal revealing new beauties and giving new inspirations. Bearing this in mind, we surely need not be discouraged if a child does not at the first reading fully grasp the meaning of the text. With a little assistance, the curtain may be thrust aside and word pictures brought to aid its development and happiness. I once knew a six-year-old who called for Enoch Arden every evening, finally falling asleep with tear-stained eyes during the reading. Again, a four-year-old pleaded so earnestly for the memory gems of her older sisters that it seemed cruel to deny her; and now her keen enjoyment of,

"The cowslip startles in meadows green

The buttercup catches the sun in its chalice;  
And there's never a leaf nor a blade too mean  
To be some happy creature's palace,"

is satisfactory evidence that the English classics have a mission among the little folks. True, some words and phrases must be explained, but this is not difficult, and the bright glimpses of nature study are often, as in the quotation given, as valuable as those of the literature itself.

In fact, nature is the key to literature, though we oftentimes place the relationship inversely. Only by an ability to interpret the former is an appreciation of the latter approximated. Says Longfellow,

"And Nature, the old nurse, took  
The child upon her knee,  
Saying, 'Here is a story book  
Thy father has written for thee.'"

What child will be insensible to the happiness of Whittier's "Barefoot Boy," as he reveled among the birds and bees, berry-stained lips bearing witness that his pleasures were neither visionary nor restricted to vision! Lowell's ice palace and picture of spring in "The Vision of Sir Launfal" may be brought within the grasp of the youngest readers. And what

more beautiful picture of trust than Celia Thaxter's "The Sandpiper?"

### THE PROGRESS OF CIVILIZATION.

BY ESTELLE GARDINER.

When Columbus and his companions first landed on our shores, a little over four centuries ago, what did they find in the way of civilization?

I think we may answer, nothing, for the barbarous warlike savages they found here, only made it much more difficult for his followers to settle and cultivate the land. And then came the Pilgrim Fathers, the founders of our religion in America; bringing with them their stern ideas of worship and truth, which, in time, overcame all others, severing us from the power at Rome, and rendering us the free-thinking people that we are. But all this time and for many years after, they still owed their allegiance to a foreign king, until that king, by his own acts of injustice, destroyed their sense of love and obedience to the mother country, and laid the way for that great revolution, which made us a free people, and a nation.

Then, when they were laboring for the advancement of their own country, the one they had fought for, and so nobly earned, then did the work of improvement and civilization begin in earnest. Inventions followed each other in quick succession, each one encouraging the people, and making labor lighter. Colleges were erected for the cultivation of the mind, and they have on their records names which will never die and many of which but shine the brighter, on comparison with those of the old country. In every way we have rapidly advanced, and to American genius does the world owe the most wonderful inventions of the present day.

Consider our rank among nations, as chief, save one, and then think of the difference in time it has taken us to reach that eminence. The American nation has been in existence but a little over a hundred years, while those of the old world have been centuries in advancing to their present state. But we may wonder what has caused this difference, what has made people of the same race accomplish so much more in the same time? The answer to this enigma is contained in the following lines of a great poet:

"Religion, virtue, progress, truth, whate'er we call  
A blessing—Freedom is the pledge of all."

BROADWAY, FLUSHING, L. I., N. Y.

We want your knowledge, not your will or your whim.



## EDUCATIONAL FOCUS

### A SCHOOLMA'AM'S GRIT.

The Saugatuck Commercial says: "Miss Amelia Schriver teaches the ward school in district No. 2, Saugatuck. In order to reach the school building she has to row up and across the Kalamazoo River about a mile, night and morning. On a homeward trip recently she could not find the key to unlock her boat, which was made fast by a chain to a tree several inches in diameter. Nothing daunted, Miss Schriver secured an ax and chopped the tree down, released the boat, and rowed for home singing cheerily, 'A Life on the Ocean Wave and a Home on the Rolling Deep.' It is such determination that wins in the battle of life."

### THE TEACHER'S DAILY PREPARATION.

If the teacher would only carefully prepare the lessons of the following day, many of the mistakes in the class results might be prevented. The matter in each grade seems to the respective teacher easy, thoroughly understood by her, and certainly she feels that it is an easy matter to present it to her class. Why take time to go over what is well-known? Why, indeed? Many a matter seems simple until it is actually undertaken; and not until it is undertaken do the difficult little catches present themselves. She may take an arithmetic lesson and glance it over, concluding that there is nothing in it to dwell on; she has explained them all—each as soon as read. Let her, however, sit down and work them out and she may find that her answer in one is not right. Let it be a rule to go over all lessons before they are taught; let outside interesting stories be brought in to enliven the lessons in history and geography, and in a short time the pains thus taken will be amply repaid by the better results of the whole class.—Sel.

### THE SCHOOLS FOR THE PEOPLE.

In the superintendents' recent meeting President Draper of the University of Illinois, said, without comment, that he could see a tendency to remove the schools from their original plan—they are in danger of ceasing to be common schools. There are some reasons for the view, startling as it is. The increase in the paraphernalia of public education is making it more and more difficult for the common man to keep his children in school. It often requires a home sacrifice as unjust as it is unnecessary and thus contributes to the approach of caste. The same condition is better seen in the church. It is but a reflection of the greater movement—the growth away from the simple conceptions of government and social organizations of our forefathers toward a complexity impossible to foretell. Democracies seem to be growing imperial while monarchies are more democratic—a necessary result of progress, no doubt, but associated with anxiety. In educational matters we can afford to be conservative in this particular. Keep the com-

mon schools for the common people—all the people. Any development which makes it hard for the poor man's child to attend school is a movement away from the American ideal. Nevertheless, in the training of teachers, the work of the college, the normal school, and the institutes fosters the change.—Child Study and Adolescence.

### THE INEVITABLE PROGRESS.

It is safe to assume that on the whole present developments will go on. The realistic and practical trend will shape institutions more and more completely to the needs of modern society. We shall continue to ask with even greater earnestness what do young people need to fit them better for the life they must soon take up? As the competition of that life becomes closer and more exacting, we shall be compelled to discriminate more intelligently and to cast off superfluities. Variety in training will not be given up, but pupils will be helped more skilfully to find themselves—to have far-reaching aims of their own and to work through their studies towards realizing them. Thus the spirit of the school will be improved, and with it the extent and kind of work done. The change from control by force to rational control, which has made such marked progress during the past century, will not be complete until this result, already seen in the best schools, has become general. This means, moreover, the accomplishment of the great change from formal to real teaching which is now in progress. Everything done in the schoolroom must be consciously and immediately related to the realities of life, must directly help to know more fully and better the world of things and men. It may require various changes in our machinery to secure such results—the change in grammar grades from the grade teacher system to the department teacher, the breaking down of the "lock-step" plan of management and larger individualization—but the end will be steadily pursued.—Wisconsin Journal of Education.

### THE ART OF READING.

"The art of reading to the best advantage implies the command of adequate time to read. The art of having time to read depends on knowing how to make the best use of our days. Days are short and time is fleeting, but no one's day ever holds less than 24 hours. Engrossing as one's occupation may be, it need never consume all the time remaining from sleep, refreshment and social intercourse. The half-hour before breakfast, the 15 minutes waiting for dinner given to the book you wish to read, will soon finish it and make room for another. The busiest men I have known have often been the most intelligent and the widest readers. The idle person never knows how to make use of odd moments; the busy one always knows how. Yet the majority of people go through life without ever learning the great lesson of supreme value of moments.

"Let us suppose that you determine to devote two hours every day to reading. That is equivalent to more than 700 hours a year, or to three months of working time, of eight hours a day. What could you not do in the three months

if you had all the time to yourself? You could almost learn a new language, or master a new science; yet this two hours a day, which would give you three months of free time every year, is frittered away, you scarcely know how, in aimless matters that lead to nothing. A famous writer of our century—Edward Bulwer-Lytton—devoted only four hours a day to writing; yet he produced more than sixty volumes of fiction, poetry, drama, and criticism, of singular literary merit. The great naturalist, Darwin, a chronic sufferer from a depressing malady, counted two hours a day a fortunate day's work for him; yet he accomplished results in the world of science which render his name immortal."—A. R. Spofford, in "Books for All Readers."

### OVER-THOROUGHNESS.

"We must, therefore, in the science of pedagogy, first fix in our minds the ideals, and then we must see how to elevate the child toward those ideals. We must ascertain what studies are necessary, and at the same time discover how much study of them is good and wholesome, and where they begin to be hurtful and arrest development. We all know how the good teacher loves to have her pupils linger on the round of the ladder where she is laboring. Under the plea of thoroughness she detains them, sometimes a year or more, on a lower round, not to their advantage but to their detriment. Before they ascend to the next round they have become listless and mechanical in their habits of study; and yet, it is certain that the school discovered an essential part of its method when it first saw the importance of thoroughness. Thoroughness is necessary in all good instruction, but it is not good when carried to a point where induration, or hardening into habit begins. For at first a child increases his development in will power and arouses many faculties by the thorough exercise of one faculty; then, by degrees, the repeated acts of will power begin to produce a habit and the mind begins to act unconsciously in the line where it at first acted with so much effort of the will; then, at last, the habit becomes nearly all and the mental development ceases. The other faculties are not any more aroused by the effort, but only one slender line of activity is brought into use and unconscious habit does most of the work. The induration has taken place and the continuance of thoroughness along this line robs other activities of nervous energy and absorbs them. A machine-like energy supervenes in place of intellect. What was at first an intellectual synthesis has sunk down into use and wont. It has been relegated to the realm of instinct, or to the forms of life activity, but little above automatism.—Address by Dr. W. T. Harris.

"Until teachers are so circumstanced that they can take the initiative in school work, they cannot direct, lead, or inspire the child to take the initiative in thought or action. The great mission of reform is the full recognition of the individuality of the teacher."—Mrs. Ella F. Young.

Get up at a regular hour every morning and work until the things that are before you are finished. Don't drop what you have in hand because it is 5 o'clock.—Russell Sage.

### CARE OF THE TEETH.

Special pains should be taken in all primary grades to show the children how to care for their teeth, inasmuch as it is at this age that the temporary teeth begin to decay and loosen. Neglect now may mean irreparable loss in later life.

Have ready on the board drawings of the teeth as they appear in each jaw, and also an enlarged drawing of a single tooth. Ask the children to come one at a time to the board and find some of the differences between front and back teeth.

Why do we need teeth with thin, sharp edges in front? Which teeth do we use mostly in chewing our food? How are they shaped? What kind of teeth has the cat? The horse?

Bring to the class the tooth of some animal which has been thoroughly cleaned and show the hard, smooth substance which covers it. Explain how this keeps the tooth strong and well and prevents it from aching, just as the skin on our bodies keeps them from getting hurt. Tell the class that this covering is very thin, and that if we bite hard substances with our teeth we may crack it or even split it off in places; then the tooth will soon ache.

Show that clean teeth and a clean mouth are necessary because the inside of the mouth is so warm that bits of food begin to spoil and hurt the teeth. Explain just how the toothbrush should be used, first up and down the teeth, then across them, both front and back.

Teach the children to brush their teeth gently but thoroughly after each meal, using a soft brush and plenty of warm water, taking care to clean the back side of the teeth, as well as the front. Show them also how to remove particles from the spaces between the teeth by using bits of floss silk.

Rouse their enthusiasm by telling them the story of General Roosevelt and his Rough Riders as they went into battle at El Caney. How all the luggage had to be left behind except the mackintoshes, which protected them from the heavy rains, but they needed their tooth brushes so much that every man stuck his in his hatband and carried it in this way rather than go without it. Form a toothbrush brigade in your own school for each boy and girl to join who will try to take as good care of the teeth as did this regiment of United States soldiers.—School Physiology Journal.

The lesson that comes to us from the pages of history, from the teaching of all the wise and prudent, and from our own observation as we have seen the failures and successes of men, is the truth which has been put in many forms, and which is true in all of them, that while it is a good thing to be great, it is a great thing to be good.

Be jealous of your civic rights. Take a wholesome interest in public affairs, but do not let politics or anything else interfere with the rigid administration of your private duties. The state is made up of individuals.—Russell Sage.

"The child is over-taught. He is exploited too much. He needs an opportunity to develop, to do something that will cultivate habits of intellectual industry."—J. F. Millsbaugh.

## CURRENT EVENTS

Another professor has left Leland Stanford University.

The population of London is now 6,578,7784. That of New York State is only 7,268,012.

The ocean liners arriving late at the New York port have averaged over 1,000 immigrants each.

Last month a vessel started from Chicago to make its way through the great lakes to and across the ocean to Europe.

There were 300 cases of ivy poisoning in Evanston, Ill., in one year, some cases resulting in insanity or death. An effort is being made to exterminate it.

The British war in South Africa has been costing about \$7,500,000 a week. Taxes have been increased and a loan of \$300,000,000 has been made by the government.

Gen. Fitz John Porter, who was expelled from the army in 1862, and restored after years of fruitless effort, is hopelessly ill at an advanced age at Morristown, N. J.

The Buffalo exposition formally opened May 1st, but the more impressive ceremonies are to occur later, when the various departments will be completed and in running order.

Mrs. Lyman J. Gage died May 17. Her sickness is supposed to date from exposure on inauguration day, aggravated by too many social functions. She was buried in Chicago.

The new store building of Marshall, Field & Co., Chicago, will have solid concrete pillars for the foundation, which will go 90 feet into the ground to bed rock. These pillars will average seven feet in diameter. The building will cover the site of Central Music Hall, now being torn down.

The International Association of Newspapers and Authors is now issuing copyrighted books for 25 cents, which the public has been paying \$1.25 and \$1.50 for. The venture is under the belief that the largely increased sales will justify it. The movement is for forty weeks, or the rest of the year.

At last the amount of indemnity which the Chinese are to pay is settled. It is the modest sum of \$327,000,000. The next step is to collect it, which is quite another matter. That involves the internal government of the country, and must be determined in a cautious manner. The prospect is not good for a speedy settlement.

Jas. Callahan, arrested for the kidnaping of Edward Cudahy, Jr., was acquitted of the charge by an Omaha jury. The presiding judge scored the jury, saying that he did not see how they could return such a verdict after hearing such a clear line of evidence. The reward of \$50,000 for the arrest of Pat Crowe has been withdrawn.

Mrs. Carrie Nation, of recent saloon-smashing notoriety, is now said to be insane. While imprisoned in the Wichita (Kan.) jail, she had to be tied part of the time to keep her from injuring herself.

May 20 two men left San Francisco to make the trip to New York in an automobile, where they are to deliver a package from Gen. Shafter to Gen. Miles. The distance will be about 4,000 miles.

As the result of a personal quarrel over their records, Senators Tillman and McLaurin of South Carolina, have resigned their positions and will go before the people for endorsement. Just twenty years ago two Senators resigned to get an endorsement from the New York legislature, but the latter body failed to endorse and both were defeated.

Sir William Van Horne, of Canada, has bought up the railroads of Cuba, and is building more, for the purpose of developing the islands. He expects to colonize different parts with people from Spain, Galicia, Canary Islands, and the Central and South Americas, as best adapted to the climate. The undertaking is a gigantic one, and the results will be watched with great interest.

Ex-Gov. Jas. S. Hogg, of Texas, has suddenly come into possession of a great fortune, estimated at \$3,000,000, by the purchase of valuable oil and iron ore lands in Texas. He has 500 acres of the richest oil lands, and 1,500 acres of the best iron lands, with a big foundry, furnaces, and everything needed for immediate operations. He heads a big syndicate, which will be independent of the oil or iron trust.

Adelina Patti will offer for sale her beautiful Welsh summer home, called Craig y Nos, to the highest bidder, June 18. It is furnished in such elegance as to make it a rival of the royal palaces, and is connected with a domain of 433 acres of pastures, farms and green houses, all in excellent condition. It will be sold with or without its contents. The sale is due to the determination of Patti to spend most of her time in London.

The temperance agitation produced by the crusade of Mrs. Nation is bearing some fruit. On the first Sunday in May the saloons in Kansas City, Mo., were closed, the first time since the city's existence. The same thing happened in Waukegan, Ill., and in Omaha, Neb. There was a great outcry here, since not only the saloons, but also the soda fountains, cigar stands, restaurants and theaters were closed, and boot blacks not allowed to ply their trade.

In an address recently delivered before the Leland Stanford, Jr., University of California, President Hadley of Yale made a plea for the forming of an "educational trust" for the co-operation or combining of the leading universities of the country in an effort to produce higher scholarship and better citizenship. He said that such co-operation was needed to meet the present conditions, which call for fifty second-class lawyers, doctors and teachers, instead of ten first-class ones.



Andrew Carnegie has just surprised all Scotland by offering \$10,000,000 to four Scottish universities—Edinburg, Glasgow, Aberdeen, St. Andrews. The money is to provide free scholarships, which are to be conned to Scotchmen. The gift seems to prove an embarrassment to the schools from its very munificence. Just what action will be taken is not yet apparent, although it hardly seems likely that they will allow so munificent a gift to be refused.

Gen. H. V. Boynton has been sitting as a censor upon the histories used by the pupils of the Washington public schools, and has denounced several of the most popular publications as inaccurate. As a consequence they have been stricken off the list of text books. His latest attack was upon Rldpath's History of the United States, in which he has found so many errors of statement that the board of trustees have placed it upon the blacklist also. The publishers have offered to accept Gen. Boynton's corrections and issue a new edition, but the school board declines to make any promises for its restoration.

The President started with his cabinet to make a tour of the West, spending some time in California, and visiting a number of cities, both going and returning. The trip was conducted according to programme till California was reached, when Mrs. McKinley became seriously ill, and was in danger of death. This caused the President to cancel all further engagements, and to return with Mrs. McKinley to Washington as soon as she could endure the journey. At this writing she is on the road to recovery, and will, doubtless, reach the White House safely. This change of programme was a great disappointment to many, entailing the loss of thousands of dollars.

Arrangements are now being completed for eight expeditions to leave for the North Pole this summer. A Russian party will embark in a new ice-crushing steamer; Dr. Bauendahl the German explorer, will undertake the trip by a trolley device, which he hopes will convey him over the ice floes; Dr. Kampfe, the Austrian, will start in a submarine boat under the ice; Capt. Bernier, the Canadian, will erect, as far as he can go, hollow provision stakes; Mr. Peary will try again on Eskimo dog sleds; the Duke de Abruzzi and Dr. Nansen will travel by reindeer caravans; Frederick Baldwin, the American, will climb over the ice pack; and Mr. Wellman will go prepared to try all the above-mentioned ways, if necessary.

May 9th will long be remembered by many as the wildest ever seen on the New York stock exchange. Values had been advancing for some time, but a desperate struggle between two monied factions for a majority of Northern Pacific stock precipitated a panic. Men fought like mad men, and fortunes were made and lost in an hour. Not only the regular gambler was caught, but many clerks, farmers, persons of various occupations, and even women, lost their money, some their all. Had not the banks come quickly to the rescue the business of the whole country would have suffered. The influence of the calamity was felt in London, and was said to be averted there by the personal interference of J. Pierpont Morgan, the New York capitalist.

Among the recent deaths of prominent men was the sudden demise of Hon. John R. Tanner, ex-governor of Illinois. He served throughout the Civil War while only a boy, and after several years on the farm, devoted the remainder of his active life to politics, being in turn sheriff, state legislator, United States marshal, deputy United States treasurer and governor of Illinois. He was chairman of the State Central Committee of his party during several campaigns, and was defeated for the United States Senate by Shelby M. Cullom. Though not a college-bred man, he had that practical comprehensive command of his abilities and full development of his native resources which constitute the true education. He was in touch with the common people, and therein was his success.

### THE MODERN SCHOOL TEACHER.

'Twas Saturday night, and a teacher sat  
Alone her task pursuing;  
She averaged this, and she averaged that,  
Of all that her class was doing.  
She reckoned percentage so many boys,  
And so many girls all counted,  
And marked all the tardy absentees,  
And to what all the absence amounted.

Names and residence wrote in full,  
Over many columns and pages;  
Canadian, Teutonic, African, Celt,  
And averaged all their ages.  
The date of admission of every one,  
And cases of flagellation;  
And prepared a list of graduates  
For the county examination.

Her weary head sank low on her book,  
And her weary heart still lower:  
For some of her pupils had little brains,  
And she could not furnish more.  
She slept, she dreamed, it seemed she died,  
And her spirit went to Hades.  
And they met her there with a question fair,  
"State what the per cent of your grade is!"

Ages had slowly rolled away,  
Leaving but partial traces,  
And the teacher's spirit walked one day  
In the old familiar places.  
A mound of fossilized school reports  
Attracted her observation,  
As high as the State House dome, and as wide  
As Boston since annexation.

She came to the spot where they buried her bones,  
And the ground was well built over;  
But laborers digging threw a skull  
Once planted beneath the clover.  
A disciple of Galen, wandering by,  
Paused to look at the diggers;  
And plucking the skull up, look'd through the eye,  
And saw it was lined with figures.

"Just as I thought," said the young M. D.—  
"How easy it is to kill 'em!  
Statistics ossified every fold  
Of cerebrum and cerebellum."  
"It's a great curiosity, sure," said Pat,  
"By the bones you can tell the creature!"  
"Oh, nothing strange," said the doctor; "that  
Was a nineteenth century teacher."

—Chicago Tribune.

## PRACTICAL METHODS

### BUSY WORK.

#### A SCHOOL MUSEUM.

Nothing can benefit the children in a practical way more than to have a great many things, about which they are studying, in a place where they can see and handle them. No picture of a cotton pod can convey so vivid a mental picture to the child as the one he gets after he has had the cotton ball in his hand. No description of the alum that may be placed before the child can leave lasting impression on him equal to that he obtains when he sees, feels and tastes the substance.

There are so many common things that are so little known and yet are so easily obtained that it is almost a mystery that every school does not have a good museum. One of the difficulties is the case to contain the minerals, etc., but this the older boys will provide if the matter is properly brought before them. There ought to be a case with doors and a lock and key. This key should be kept by some one appointed by the school for that purpose.

The following is a good list to begin with, and it can be very much increased in a short time:

Allspice, the fruit of the pimento tree.  
 Amber, a fossil, found on the shores of the Baltic sea.  
 Alum, a substance made by chemical processes; it is also dug from the ground.  
 Borax, a mineral found in California, Japan, Chile, and Bolivia.  
 Cloves, the dried flowers of the clove tree.  
 Coffee, the kernel from the berry of the tree.  
 Cocoa, the seeds of the cocoa tree.  
 Cardamom, the seeds of tropical plants.  
 Caraway, the seed of a wild plant.  
 Cinnamon, the inner bark of the cinnamon tree.  
 Cork, the outer bark of the cork oak.  
 Camphor, a gum from the camphor tree.  
 Cauotouc, the gum from trees in tropical countries.  
 Cotton, the covering of the seeds of the cotton plant.  
 Emery, a mineral dug from the ground.  
 Flax, the fiber of a plant.  
 Gamboge, a yellow gum from the gamboge tree.  
 Gutta-percha, a gum from the sap of the Isonandra tree.  
 Graphite, a mineral used for pencils.  
 Gelatine, a jelly prepared from the tissues of animals.  
 Glue, a coarse gelatine.  
 Hemp, the fibre of a plant.  
 Isinglass, a gelatine from fish.  
 Iceland moss, a plant.  
 Indigo, the sap of the indigo plant.  
 Irish moss, a plant; a sea weed.  
 Linseed, the seeds of the flax plant.  
 Lard, the fat of hogs.  
 Linen, cloth made from the flax plant.

Mustard, the seed of a plant.  
 Mace, the blossom of the nutmeg tree.  
 Madder, the root of an herb.  
 Musk, a perfume from an animal.  
 Nutmegs, the fruit of the nutmeg tree.  
 Raisins, sun-dried grapes.  
 Rice, the seed of the rice plant.  
 Rattan, the stem of a plant.  
 Sulphur, a mineral.  
 Sarch, an extract from potatoes, corn, etc.  
 Sago, a starch from certain palm trees.  
 Saffron, from the yellow crocus.  
 Salt, a mineral from mines, or from salt water by evaporation.  
 Sponges, the skeletons of certain sea animals.  
 Senna, the dried leaves of the cassia plant.  
 Saltpeter, a mineral, also manufactured.  
 Tea, the dried leaves of the tea plant.  
 Turpentine, a distillation from the gum of pine trees.  
 Tallow, the fat of oxen or sheep.  
 Vanilla, from the vanilla bean.  
 All of these can be obtained, a few at a time, exhibited to the school, and put in the museum. Their origin and use should be known to all children; they have a close connection with geography; Manila hemp, for example.

### TESTS IN SPELLING.

Here are one hundred words that are in common use. We ought to know how to spell them, but can we do so? Try them in the Institute.

- |                 |                  |                  |
|-----------------|------------------|------------------|
| 1. efficiency,  | 35. quarrel,     | 68. catarrh,     |
| 2. occurrence,  | 36. paradise,    | 69. inherent,    |
| 3. guitar,      | 37. dirge,       | 70. relieving,   |
| 4. parasol,     | 38. liniment,    | 71. fallacy,     |
| 5. recital,     | 39. Connecticut, | 72. prairie,     |
| 6. intercede    | 40. nuisance,    | 73. scythe,      |
| 7. palatial,    | 41. indicative,  | 74. pedigree,    |
| 8. Horace,      | 42. perceive,    | 75. Elizabeth,   |
| 9. naught,      | 43. massacre,    | 76. pageant,     |
| 10. phrase,     | 44. separate,    | 77. rocky,       |
| 11. European,   | 45. flannel,     | 78. Champplain,  |
| 12. apprise,    | 46. stencil,     | 79. rarefy,      |
| 13. grandeur,   | 47. menagerie,   | 80. integral,    |
| 14. begging,    | 48. implicit,    | 81. legacy,      |
| 15. frigid,     | 49. passable,    | 82. grievance,   |
| 16. partisan,   | 50. assailant,   | 83. picnic,      |
| 17. sieve,      | 51. florid,      | 84. motor,       |
| 18. itinerant,  | 52. obtuse,      | 85. artillery,   |
| 19. privilege,  | 53. pocket,      | 86. Jamaica,     |
| 20. dedicate,   | 54. scholar,     | 87. fountain,    |
| 21. noticeable  | 55. abundance,   | 88. parcel,      |
| 22. Schoharie   | 56. movable,     | 89. forgotten,   |
| 23. idolatry,   | 57. perish,      | 90. existence,   |
| 24. piracy,     | 58. tantalize,   | 91. intersperse, |
| 25. British,    | 59. vase,        | 92. bagged,      |
| 26. municipal,  | 60. criticise,   | 93. hammer,      |
| 27. accountant, | 61. pavilion,    | 94. changeable,  |
| 28. prevalence, | 62. Susquehanna  | 95. gorgeous,    |
| 29. hesitancy,  | 63. geyser,      | 96. cellar,      |
| 30. external,   | 64. lettuce,     | 97. palisade,    |
| 31. abstinence, | 65. elapse,      | 98. Illinois,    |
| 32. celery,     | 66. plaintiff,   | 99. refusal,     |
| 33. internally, | 67. slimy,       | 100. Chautauqua, |
| 34. gizzard,    |                  |                  |

## ABBREVIATION.

Write abbreviations for:

postmaster,	quart,
captain,	degree,
dollar,	account,
bushel,	colonel,
peck,	postscript,
minute,	barrels,
pound (weight)	gallon,
notice well,	example,
lieutenant-colonel,	pound (money),
general,	major-general,
sergeant,	the square root of 16.
barrel,	

Write the words for which the following abbreviations

stand:

Sr.	Rocky Mts.
Dr.	C. Fear.
e. g.	MS.
V. R.	MSS.
Xmas.	C. O. D.
14th inst.	A. O. U. W.
Mt. Hood.	10th prox.
G. of Mexico.	Sandwich Ids.
Jr.	P. O. Order.
Cr.	Vol. III., pp. 14-16.
D. V.	from 54 B. C. to 43 A. D.
Y. M. C. A.	fig. 2, p. 26.
12th ult.	

## WHEN TOMMY GOES TO SCHOOL.

When Tommy goes to school it takes  
Mamma and Kate and me  
To start him off, because he makes  
Quite work enough for three.  
Katie must find his coat and cap;  
I try to hear his rule.  
It's always an exciting time  
When Tommy goes to school.

Mamma must cut his sandwiches  
And lay in quite a stock,  
While Katie warms his rubbers well.  
And I must watch the clock.  
He eats his breakfast first of all,  
While ours is getting cool.  
It's always an exciting time  
When Tommy goes to school.  
—Emma E. Marean, in *Little Men and Women*.

## EXAMINATION LAPSES.

Sometimes the so-called blunders that crop out in written answers to examination questions show a keenness of insight, a discriminating appreciation of "the eternal verities," and a sense of humor that ought to rebuke the framers of the questions. The candidate who wrote the following answers deserves more credit than the examiner who wrote the questions:

- Q. Where are ostrich feathers produced?  
A. They grow upon the hide.  
Q. Why is the Sahara dry?  
A. The Sahara is dry on account of the lack of moisture.  
Q. What is the author's aim in the last act of the Merchant of Venice?  
A. The author's aim in this act is to close the play.

## THE SQUIRREL'S DELIGHT.

By Harriette Rhea.



Two college girls started for a walk up Mount Tom one lovely September afternoon. When they came to the foot of the mountain, where the road winds through the woods, Ruth took out of her bag three apples. Two were large enough, but one was immense in size—one of the prize apples from an agricultural fair. Smooth, round, and red, it was a beauty to behold.

"Now, we'll each take one, but we'll keep this monster until we come down, and then divide it, for a half will be all we can eat."

"Don't carry it all the way up, then," said Dorothy. "Why not hide it behind this great tree? Nobody will see it."

So they found a little nook under the leaves, tucked the apple into it, and then went on, eating the other two.

The long shadows had fallen into the valley, when they came down laughing and talking, without a care in the world.

Suddenly Ruth exclaimed, "Our apple! It must be right here. Oh, Dorothy! hush, but look, look!"

There, right on the top of the apple, sat a red squirrel. He had evidently just found his prize, and the most supreme delight had taken possession of his whole being. He smelt of it, then glanced around to see if anybody else was coming to rob him, took a quick nibble, and, finding it genuine, actually lifted up his two front paws in ecstasy, as if life was too full of happiness.

Down went the two girls on the ground, holding each other's hands and watching the quick movements of the squirrel.

By and by he stopped and seemed to meditate. He had evidently eaten his fill, but the apple was by no means exhausted. What should he do? He took another feeble bite, but his stomach was too full.

He whisked around, sat still again and then got slowly down. The girls had always supposed a squirrel couldn't be slow. He looked back once at the tempting fruit, and then leaped away.

"Had he gone to invite a company?" was the question the two spectators asked each other. "Oh! let us just wait and see."

And it wasn't long before Bushy Tail came in sight again, bringing two other squirrels with him. The two visitors leaped upon the apple, but Bushy politely held back, and there the girls left them, to enjoy a feast alone.—*The Outlook*.





**WHAT IS A KINDERGARTEN?** By George Hansen, Landscape Architect, Berkeley, Cal. Cloth, 76 pages.

This book serves a twofold purpose. It tells how to arrange and beautify the grounds, and at the same time, how to arrange the plants so as to be most attractive and instructive to the child. It is a neatly arranged book.

G. E. W.

**THE WOODPECKERS.** By Fannie Hardy Eckstorm. Cloth, 12mo, 131 pages. Price \$1. Houghton, Mifflin & Co., Boston and New York.

This book takes up a certain number of this group of birds and presents their characteristics in a plain, straightforward way. It is well illustrated and, I should think, it will fill a certain mission.

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In this book the stories of the life and habits of some of our most familiar animals are told in a very pleasing and instructive manner. The illustrations are good and apt. It will be a very interesting book for children, and will give them much valuable information about animals in general.

G. E. W.

**CONSTRUCTIVE FORM WORK.** By William N. Hallmann, A. M., Ph. D. Cloth, 12mo, 59 pages. Price 50 cents. C. C. Birchard & Co., Boston, Mass.

The purpose of this book, as stated by its author, "is to develop clear geometrical notions, to give skill in accurate construction, to cultivate a healthy aesthetic feeling, the power of visualizing creatively in geometrical design, and thus, incidentally, to stim-

ulate genuine vital interest in the study of geometry." The work is intended for the grammar grades, and will make an excellent preparation for the study of geometry in the high school.

G. E. W.

**THE BLAISDELL SPELLER.** Book I. By Etta A. Blaisdell and Mary F. Blaisdell. Cloth, 12mo, 96 pages. Price 16 cents. The Macmillan Company, 66 Fifth avenue, New York.

This book, which is called a speller, is nothing more than a model of a reader used some twenty-five years ago. It may be good to resurrect some of those old books, but the necessity of giving them new names is not apparent. The authors would do well to examine closely McGuffey's readers and spellers, used some twenty-five years ago, before writing other such books.

G. E. W.

**EVERYDAY BIRDS.** By Bradford Torrey. Cloth, 12mo, 106 pages. Price \$1. Houghton, Mifflin & Co., Boston and New York.

This is a well written and beautifully illustrated book, with twelve illustrations in colors after Audubon, and two from photographs. The "Table of Contents" shows what the book is. It is as follows: I. Two Little Kings. II. The Chickadee. III. The Brown Creeper. IV. The Brown Thrasher. V. The Butcher Bird. VI. The Scarlet Tanager. VII. The Song Sparrow. VIII. The Field Sparrow and the Chipper. IX. Come April Sparrows. X. The Rose-breasted Grosbeak. XI. The Blue Jay. XII. The Kingbird. XIII. The Hummingbird. XIV. The Chimney Swift. XV. Nighthawk and Whip-poor-will. XVI. The Flicker. XVII. The Bittern. XVIII. Birds for Everybody. XIX. Winter Pensioners. XX. Watching the Procession. XXI. Southward Bound. I think there is a demand for such a book.

**A TEXT-BOOK OF PSYCHOLOGY.**

By Daniel Putnam, LL.D., Professor of Psychology and Pedagogy in the Michigan State Normal College. Cloth, 12mo, 300 pages. Price \$1. American Book Company, New York, Cincinnati and Chicago.

There is nothing new or original in this work. It presents in simple and direct language the generally accepted principles of psychology. It is, indeed, a compilation. The chapter devoted to a discussion of the moral and the moral law seems well written. The evil effects of hypnotism is not founded upon

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The service from St. Louis for Pan-American Exposition visitors from that gateway and the West and Southwest includes two daily trains in both directions. The Pan-American Express leaves St. Louis Union Station at 8:44 a. m., arrives Buffalo 8:15 next morning. This train has sleeping car on which passengers may go from St. Louis to Chautauqua Lake and Buffalo without change. The Buffalo Express leaves St. Louis at 5:15 p. m. with sleeping car from St. Louis to Columbus and from Columbus through to Chautauqua Lake and Buffalo, arriving at latter point at 12:50 midnight. Passengers occupying sleeping car may remain in their berths until 7 a. m. Returning trains leave Buffalo daily at 1:00 p. m. arrive St. Louis at noon next day; leave Buffalo 6:30 p. m., arrive St. Louis 6:40 next evening.

Information about fares to Buffalo, Niagara Falls and beyond, stop-over privileges at Buffalo, and other details may be ascertained by communicating with J. M. CHESBROUGH, A. G. P. Agt., St. Louis.

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\* Daily. Except Monday.  
† Except Sunday. ‡ Sunday only.  
‡ Except Saturday. - Saturday only.

## Literary Notes

McClure's Magazine for June is brimful of good things. Among these may be mentioned "An Old-Fashioned Wooing," "In the World of Graft," "A Born Farmer," "The King's Gold" and "Geology and the Deluge."

"The Fireman" is the hero of the series of "Careers of Danger and Darling" in the June issue of *St. Nicholas*. "Wild Flowers I Have Known" are sung in humorous verse. "The Prodigal Imp" is the title of a very interesting little story.

Among the topics treated editorially in the June issue of the *Review of Reviews*, are "Parties in the South," "The Cubans at Washington," "China and Indemnity," "Improvement in Philippine Conditions." It also contains two important articles on the Buffalo Fair.

The May issue of *Current History* begins the publication of an Index to Periodical Literature, by which the reader who desires fuller information can at a moment find exactly where to turn for it. This department enhances greatly the value of this publication.

"Four-Leaved Clover" is the title of the complete novel contained in the June number of "New" Lippincott. It also contains a number of charming short stories, among which may be mentioned "Her Maiden Name," "An Enemy to the Throne," and a number of poems.

Leslie's Monthly for June contains a delightful novelette by Mr. Philpotts, entitled "Crossways." Among the other stories contained in that issue may be mentioned "The Sheriff," "The Man Who Feared," "Marginitalia," and an interesting article on "Fighting Fires in a Coal Mine."

"The Story of Little Nell" has been taken from Dicken's "Old Curiosity Shop," freed from the various episodes connected with other characters and made the relation of the pathetic adventures of its little heroine. It makes a delightful story, and is especially for reading in schools. We take great pleasure in recommending it. It is issued by the American Book Company, at the low price of 50 cents.

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The June *Delineator* covers many varied interests of the home. It shows the latest styles; illustrates in colors summer millinery; deals with the problems of moving day; describes summer pastimes for children, and gives its readers some very interesting short stories.

Scribner's for June contains a delightful description of the Pan-American Exposition. Senator Hoar contributes to this issue an article on "Oratory." Another animal serial story will be commenced. A delightful sea story, entitled "On the Echo of the Morn," also appears in this issue.

The frontispiece of the June *Chautauquan* is a reproduction of the famous painting, "Orpheus and Eurydice." This issue also contains an illustrated article describing "Interoceanic Waterways." Mr. Camp writes on "The International Jubilee of the Y. M. C. A." The illustrated nature study for June is on "Bees."

It would be an exacting reader who could not find something especially interesting in the June issue of the *Ladies' Home Journal*. It contains the first installment of a charming novel, "Alleen," by Elizabeth Knight Tompkins; Clifford Howard narrates some "Love Stories of the Zoo." Beside the fiction, there are interesting articles on fashions, cooking, housekeeping, the care of the garden, etc.

The *Century* for June is a college number, giving the delights and difficulties of "Working One's Way Through College;" the tale of a college athlete under the caption, "Wanted—A Hero," and "College Training Tables." Ex-President Cleveland gives a comprehensive discussion of "The

Venezuela Boundary Question." It also contains the first installment of Mrs. Frances Hodgson Burnett's novelette, "The Making of a Marchioness."

"Calumet K: A Romance of a Great Wheat Corner," is commenced in the *Saturday Evening Post* of May 25. It is a thrilling story, with wheat speculation, love and business as its principal motives. Ex-President Cleveland contributes to the issue of June 1 an able paper on "The Waste of Public Money."

The June number of the *Arena* completes the twenty-fifth volume of that standard review. It contains a number of contributions upon topics of interest to students of advanced thought. Among these may be mentioned an article on "Imperialism," "The Servant Girl Question in Social Evolution" and "Great Movements of the Nineteenth Century."

The June *Success* contains a beautiful story on the new gospel of wealth as exemplified in the life of Mrs. Phoebe Hearst. Lyman J. Gage tells the qualities which are essential to successful banking. Sir Henry M. Stanley gives some striking English views of American trusts. Sarah Bernhardt speaks on the American girl of to-day.

The Art Study Company wishes to announce to their patrons that beginning with July, 1901, the Art Study Portfolio will be issued monthly instead of semi-monthly, the subscription price will be \$1 per year in advance; single copies, 10 cents. It will be issued on the 15th of each month and will contain ten pictures from the most famous artists.



The Sunday-school Times of May 18 contained the first of a series of articles on the life and work of Henry Ward Beecher, written by his son-in-law, the Rev. Samuel Seoville.

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The Martha's Vineyard Summer Institute has in prospect a course of twenty lectures from the gifted Dr. James M. Greenwood, superintendent of the Kansas City schools. His subject will be "Common Sense in Education." Circulars giving full description will be forwarded on application to Dr. Wm. A. Mowry, Hyde Park, Mass.

The regular quarterly meeting of the Madison County Teachers' Association was held at the Cumberland Presbyterian Church, Alton, Ill., May 4. The address of welcome was delivered by Mr. T. H. Perrin, president of the Board of Education of Alton, to which Superintendent M. Henson responded. Mr. C. A. Parkinson, of Alhambra, delivered an address on "Centrals and Finals," and Miss Bertha Ferguson spoke on "The Reach and the Grasp." At the noon hour a delightful lunch was served to all the attendants. In the afternoon Mr. Frohardt discussed "The Practical and Aesthetical in Education," Miss Merry spoke on "Writing in English," while Prof. Deitz gave "Just a Talk." Prof. Cook, of St. Louis, delivered an address on "The Use of Mythical Literature." The program was interspersed with delightful musical selections.

### NEW PROFESSORS FOR THE STATE UNIVERSITY.

The executive board of the board of curators of the Missouri State University has selected Dr. Winterton C. Curtis, now an instructor in Johns Hopkins University at Baltimore, as instructor in zoology. Dr. Curtis is a graduate of Williams College and of Johns Hopkins, where he attained high rank. He is a native of Maine, but lived quite awhile in Oregon. He is the son of a Congregational clergyman, is about 28 years old and unmarried. He will receive \$1,000 a year salary.

Dr. O. M. Stewart, instructor in Cornell University, was elected assistant professor in physics at a salary of \$1,500 a year. Dr. Stewart is about 30 years of age, married, a native of Missouri, the son of the Rev. Dr. O. M. Stewart, the distinguished Methodist minister of Kansas City. Dr. Stewart took his first degree at De Pauw in 1892, and his Ph. D. degree at Cornell in 1897. For two years after graduation he taught physics in Baker University, Baldwin, Kan. He was then given a fellowship at Cornell, and afterward put in charge of the junior laboratory. He is one of the contributors to the Universal Johnson's Cyclopedia.

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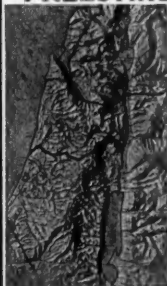
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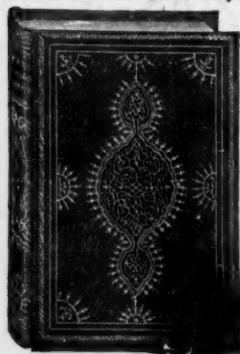
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